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ABSTRACT

A selection of written materials which reflect the dynamics of the planning process is reported in this special supplement to the "Student Library Resource Requirements in Philadelphia, Phase III," report (available as LI 003327). Its contents include: (1) project staff; (2) organization - student library research project; (3) organization - student learning center; (4) a conceptual framework for Phase III Demonstration Project - March 1971; (5) preliminary statement on the Philadelphia Student Neighborhood Learning-Materials Center - June, 1971; (6) general outline of evaluation design -April, 1971; (7) time line for installation of student learning center plan; (8) prospective communities for learning center demonstration; (9) discussions with community leaders in the target community and (10) Inter-Agency Committee meeting - June 16, 1971. (Author/NH)

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SUPPLEMENT

TO PROGRESS REPORT
COVERING PHASE III, JUNE 15, 1970 – JUNE 14, 1971
PROJECT NO. 8-0519
GRANT NO. OEG-0-8-080519-4594(095)

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHILA

JOHN Q. BENFORD

SCHOOL DISTRICT OF PHILADELPHIA
21ST STREET AND THE PARKWAY
PHILADELPHIA, PA. 19103

SELECTED MATERIALS COVERING PLANNING ACTIVITIES LEADING TO THE CONCEPT AND OUTLINE OF A STUDENT LEARNING CENTER DEMONSTRATION

LI 003 328

JUNE 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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BUREAU OF RESEARCH

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PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS

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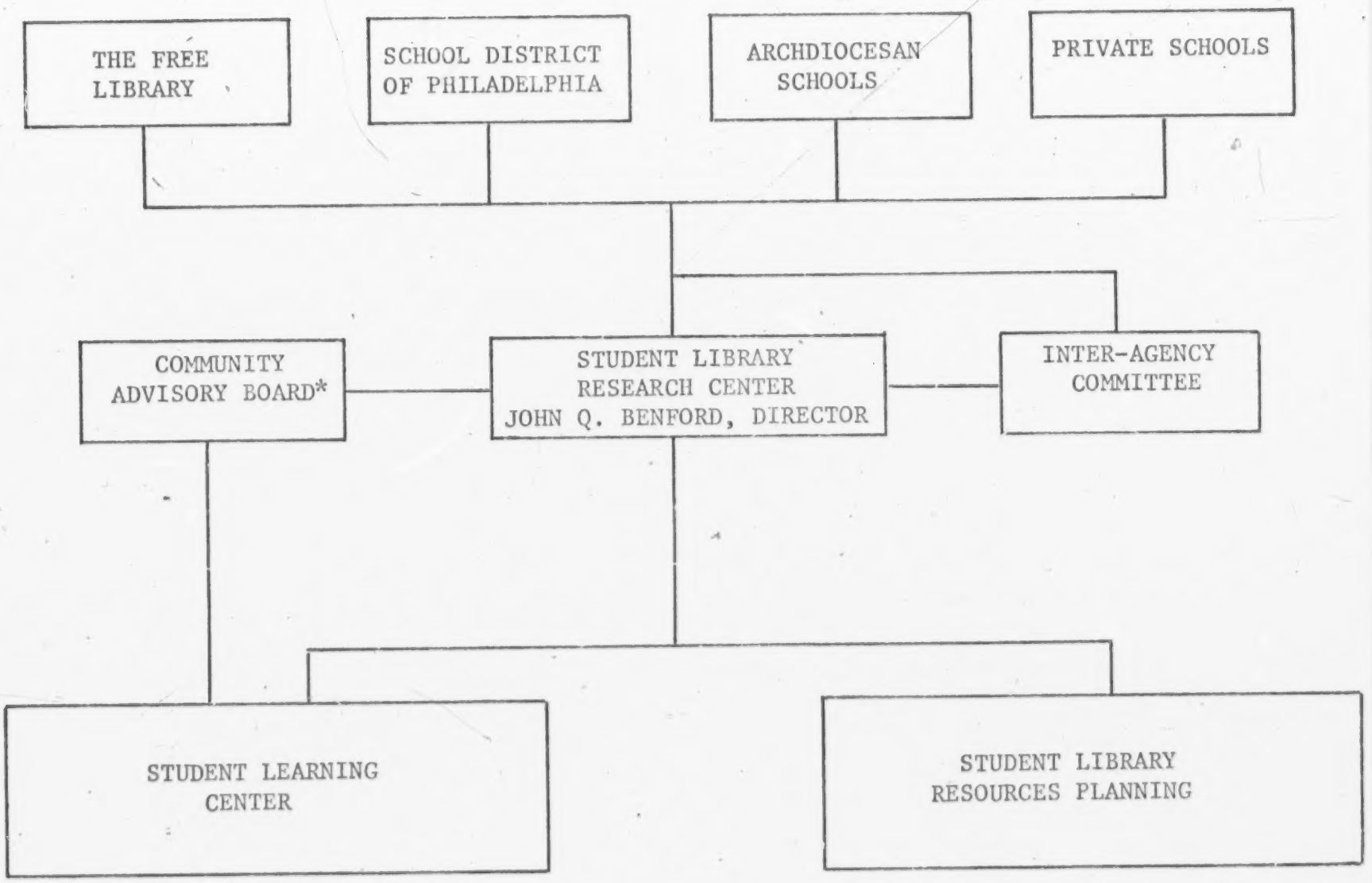
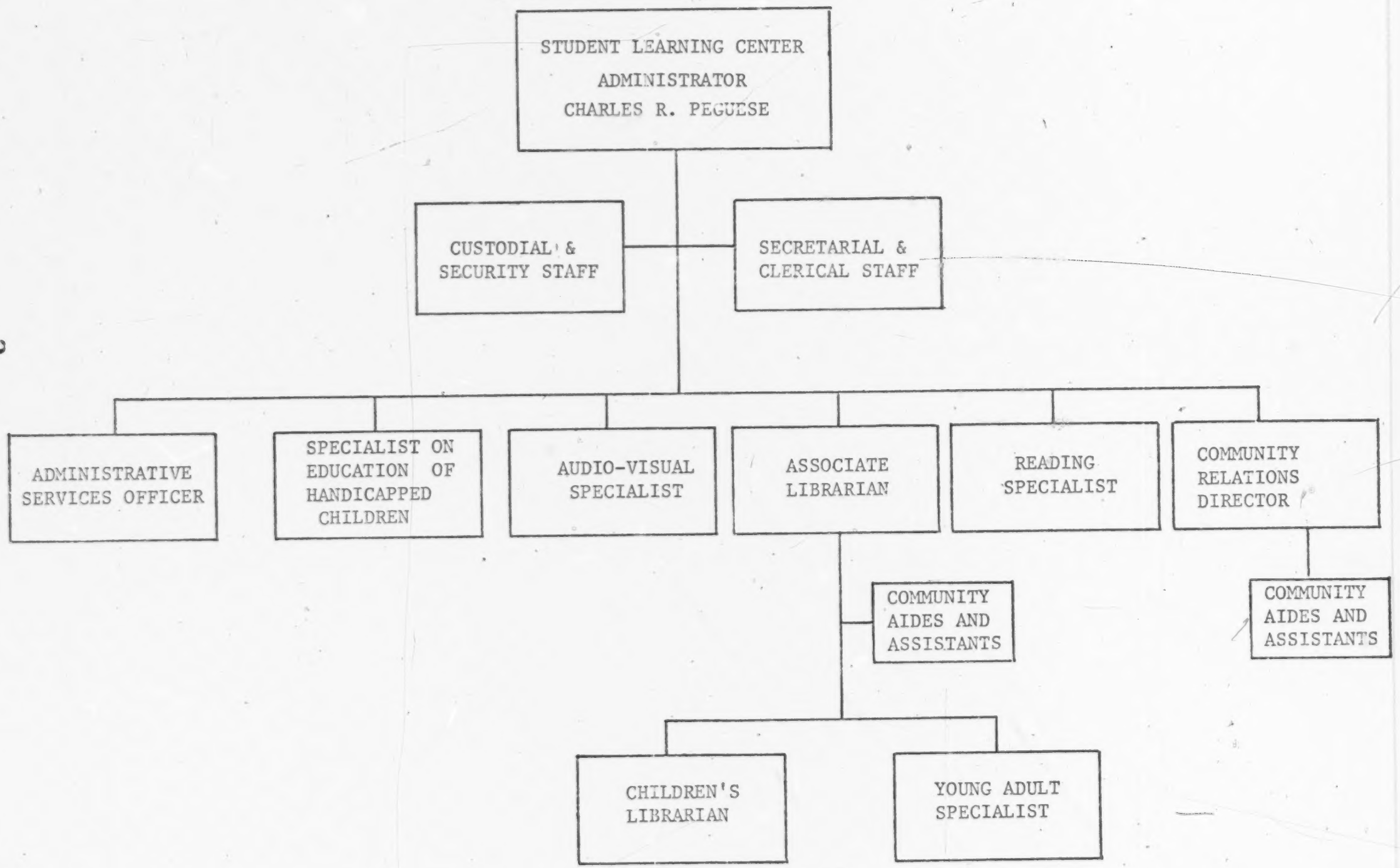


*Note: The Board will be composed of approximately 20 persons who live or work full time in the Community, including parents, students, and community leaders.

ORGANIZATION - STUDENT LEARNING CENTER



A CONCEPTUAL FRAMEWORK FOR
PHASE III DEMONSTRATION PROJECT
March, 1971

PRELIMINARY STATEMENT ON
THE PHILADELPHIA STUDENT NEIGHBORHOOD LEARNING-MATERIALS CENTER
June, 1971

GENERAL OUTLINE OF EVALUATION DESIGN
April, 1971

TIME LINE FOR INSTALLATION OF
STUDENT LEARNING CENTER PLAN

March, 1971

Student Library Resource Requirements in Philadelphia

A CONCEPTUAL FRAMEWORK FOR PHASE III DEMONSTRATION PROJECT

The student library project in Philadelphia has now gathered voluminous data about (1) what library and media materials students are assigned and actually seek to obtain, (2) where they try to get the resources and with what degree of success, and (3) how existing school libraries and public libraries in Philadelphia relate to this student demand. The firm conclusion to be drawn from the evidence is that supply does not equal demand and that the educational progress of students is impaired by difficulty in obtaining assigned and desired resources. This conclusion applies at both the elementary and the secondary levels, and to students in public, parochial and independent schools.

Lack of library and media resources is more than a matter of minor inconvenience for students. Rich and varied resources add both direction and stimulus to the educational experience. The student with resources at his command comes to think of searching out knowledge as a regular and rewarding life style. The variety of content and of form of resource materials, suited to his particular interests, capacities and limitations, makes learning an adventure in which the individual feels that he gets somewhere and enjoys himself along the way. Without adequate library resources, one way of bringing these precious qualities into education is cut off, and the heavy hand of coercion and routine can more readily prevail. Classroom learning is essentially teacher imposed; library learning is individually controlled.

Particularly must large city school systems capitalize upon the enriching and releasing qualities of effective library and media resources. When children and young people come from an environment which motivates them to learn, they are more willing to follow a prescribed curriculum and to extract all content possible from whatever learning resources are available. City children not from homes and communities that are education oriented have particular need for the stimulus and individuality provided by study materials in profusion and in variety. Actually the Philadelphia data show that such young people are precisely those most lacking in ready access to the world of recorded knowledge and experience.

The Philadelphia student library project has had joint sponsorship among educational institutions from the beginning. Now these agencies together should take steps to determine how best -- in terms of educational effectiveness and of social economy -- to proceed to providing library and media resources that will give children and young people full opportunity to search out and respond to recorded knowledge and expression. Experimentation is called for in achieving optimum and sound cost-benefit provision and delivery systems.

Alternatives

Several alternatives present themselves, as among the educational agencies involved.

Library and media centers within schools might be substantially expanded to meet all or most student needs. Conversely, public libraries might be substantially expanded to provide all student needs except immediate on-site requirements within the school buildings. As another alternative, the two agencies might jointly provide student resources; from the use data obtained in the Philadelphia study it is clear that this is the present

pattern. Finally, a new institution, a student library rather than a school library or a public library, might be developed, located outside the school building and serving students within an accessible region, whether attending public, parochial or independent schools.

The one alternative among these that appears least promising is to depend primarily on the public library for student resources. This agency has responsibility to the whole community, from pre-school to post-retirement, and across the social and functional strats, from culturally-deprived groups to specialists of advanced education and tastes. Placing of responsibility in the public library for the bulk of student resource needs would perhaps strain the institution beyond capacity and detract from service to other groups. At one stage in the past most student library service was provided by public libraries, but in time resource centers developed within schools to meet immediate instructional needs. There seems little point now in retracing this path.

The school library has exhibited impressive growth in recent decades. While it seldom meets all student needs for resources, it in some cases now surpasses in range and depth the resource strength found in well-established branch libraries, and it encompasses the full range of forms of media, consonant with contemporary teaching methods. Most serious consideration must be given to building and expanding school libraries as rapidly and fully as possible as the prime student resource. It is the media center within the school, the focus of the educational stimuli bearing on the young person. On purely practical and logistical grounds it is the locale visited by the student every school day. On the other hand, the theoretical consideration against sole or primary dependence on the school media center is that it cannot, within the dictates of sound

social economy, be expanded to meet all or most educational needs. To achieve this level every school would have to have, for example, a collection of 100,000 volumes or more; at this size the cost-use ratio would mount precipitately, with relatively infrequent use of the more advanced and expensive materials. The practical consideration that gives pause to adoption of this alternative is that school library development has been lagging precisely in large cities, such as Philadelphia, and the problems of financing faced by large-city schools indicates that adequate media centers in every school will not be achieved for the urban student in the foreseeable future. Parochial schools in cities face particularly serious financial problems. Primary or exclusive dependence on the school library for all student resources may meet the needs of suburban students, but the city youngster would be short-changed under this alternative.

Joint utilization of both the school library and the public library is the prevailing pattern. The student simply turns to the school library as the immediate source, and then when it does not have what he wants or is closed, he goes on to the public agency. This occurs with relatively little planned division of responsibility and coordinated provision of resources as between the public library and the school. Joint provision by the two agencies might be the indicated pattern of the future, on a planned and coordinated basis, with the public library taking over where the school library leaves off, and with a sliding and declining provision on the part of the former as the latter comes closer to adequacy. There is some evidence that public library use by children of elementary age has declined recently as school libraries at this level have improved.

Much can be said for a public policy that utilizes both existing institutions, in a coordinated structure and adjustable to change in capacity on the part of one or the other. From the standpoint of the growing student this would provide a natural progression, from the circumscribed learning resources needed in his younger years and furnished by his school library, through the wider resources needed in his more advanced student years and provided jointly by the school and the community, on eventually to the diversified and specialized resources needed throughout his adult years and furnished by the community library. But user data, in Philadelphia as in other large cities, indicate that thus far this joint plan has not worked to the full benefit of the student, particularly if he lives in the inner city.

The last alternative constitutes a break with the traditional pattern. It would provide an opportunity to provide a fresh learning environment, formal and informal, with stimulus and guidance and feedback. One such student library would serve a cluster of schools, resulting in a higher item use ratio. On the other side, it would relieve the public library of the pre-emptive demands of students, which tend to limit service to the remainder of the community.

On the one side, it would relieve the single school library from trying to be a comprehensive resource and permit it to function integrally with the on-going teaching program.

Most important, the new institution, free of school constraints on the one hand and of the public library tradition on the other, could relate

to students and to their families, developing into a fresh learning environment. The family feature would have particular application in low-education areas, where all residents are potential students. It is for this reason that any experimentation along this line should occur in a disadvantaged section of Philadelphia.

June, 1971

Preliminary Statement on

THE PHILADELPHIA STUDENT NEIGHBORHOOD LEARNING-MATERIALS CENTER

(Note: This is the "professional" version intended for teachers, librarians and others interested in the project.

A shorter version should be prepared for residents in the project area, more practical and less theoretical in nature, and perhaps in question-and-answer form.)

The Learning Materials Center in Philadelphia has one central purpose: to seek ways to bridge the gap between young people and learning resources in the inner city. The key to understanding this effort is not to think first of what materials will be provided, or in which library, but to think of children and teen-agers estranged from the materials through which education occurs and then of activities designed to establish or re-establish contact between the two. The emphasis will not be on the usual teaching conception of instruction, nor on the usual library conception of collection, but on learning activities and on resources for those activities.

Two years of research have shown that media resources provided are not being used by many young people in the older sections of Philadelphia. Further, something in the educational process and/or in the experience of growing up, increasingly turns some students off from learning materials as they advance in the formal educational program. If the problem were solely that resources are lacking, the solution would be to build up the school libraries as rapidly as possible. But a gap between individual and

learning materials must be closed, a bridge built, a relationship established -- after which children and young people hopefully will seek out and utilize materials in the home, in school libraries, in public library branches, and elsewhere in the community. Thus the need for an experimental agency, the Student Neighborhood Learning Materials Center (or Learning-Materials Center as the working name).

The approach by means of a neighborhood agency is parallel to other experimental educational programs in Philadelphia. The Parkway School at the secondary level uses the central institutions of the city as a functional classroom. The mini-schools outside regular buildings at the elementary level seek freedom and motivation for younger children in their own neighborhoods. The common elements in such varying programs are (1) a fresh start in a non-institutional setting, (2) activities that facilitate individual development, and (3) an informal relationship between the student and a variety of "instructional" personnel.

Philadelphia does not look on these measures as "counter schools". On the contrary, they are designed to provide learning experiences that will help students to be able to get full benefit from established educational programs. Similarly, the Student Neighborhood Learning Materials Center is not a counter library but an attempt to develop library users in a part of the urban environment where they have been all too few. The Learning Materials Center will not be an alternative agency, but in fact one of the criteria of its success will be the extent to which it stimulates the use of regular libraries.

Sponsoring Agencies. The sponsoring institutions are the three systems that have particular responsibility for education in Philadelphia's inner city: the public schools, the Archdiocesan schools, and the Free Library of Philadelphia. The Board of Education serves as the fiscal agent for the federal grants (Higher Education Act and Elementary and Secondary Education Act) under which the established project office and the new Learning Materials Center operate. A support grant for facilities for the Learning Center, through the Pennsylvania State Library from Federal Library Services and Construction Act funds, is handled by the Free Library.

The Student Neighborhood Learning Materials Center is conceived as an experimental laboratory by the schools of Philadelphia and by the public library. Programs that prove effective and methods that prove promising will be considered by individual schools, media centers within schools, and community branch libraries. The demonstration program is intended to have an institutional impact beyond the immediate neighborhood served providing the established systems with proven new approaches. The continuing project office (to be known as the Research Center as distinct from the Learning Center) will have as one of its main responsibilities the relating of demonstration findings and experiences to schools and libraries throughout Philadelphia.

The independent schools of the city and the local colleges have a direct interest in the project and hold membership on the city-wide Inter-Agency Planning Committee. This Committee, chaired by the Associate Superintendent of Schools, guided the enterprise through its research phase, and will serve in the same capacity for the demonstration phase.

Program of the Demonstration Center. The research data of the Philadelphia Student Resources Project clearly identify a problem, but the data do not define solutions. No claim is made that the Inter-Agency Committee or the project staff definitively know how to bring inner-city students into meaningful relation with learning resources. The aim is to create a setting which will facilitate experimentation.

Certain essential elements can be derived from the research to date. The program will be localized on a neighborhood basis rather than on a large community base which often does not exist in the inner city. The physical setting for the Learning Center will be bright and appealing, but it need not be impressive or monumental. The resources provided will not be those needed to complete school assignments nor those needed for extensive research by students (the school and public libraries have collections for these purposes), but rather will be selected to stimulate learning, to support planned activities, to provide successful experience in seeking information, and to meet immediate interests growing out of neighborhood and family life. In form, resources are likely to be as much non-print as print, and will often involve handling and reaction on the part of the "reader". The program will be centered around learning activities along with resources to carry out the learning, and not on a collection of materials which it is hoped some other agency will stimulate the young person to use. Such activities may be for individuals or very small groups, with or without immediate guidance, or for groups working with a teacher, librarian, reading specialist or craft director. In the case of young children, parents as well as youngsters will be involved in the learning process. Staff will be in part a variety of professionals with whom the student has had contact --

teachers, librarians, community workers -- but working together as mixed teams and working informally with individuals and groups rather than in classes. Some of the most effective teachers, librarians, story tellers, reading guidance experts and hobby enthusiasts in Philadelphia will be involved on a part-time basis. Local residents will be recruited and trained as staff and will function as paraprofessionals. Teenagers will help children, and older children those who are younger. The approach should be such that young people will come to the Center simply to find out what is going on.

Special Features. Two ingredients constitute starting points for the Neighborhood Student Learning Resources Center: local community involvement and built-in evaluation.

The first step in establishing the Learning Center was not to rent space or hire staff or acquire materials. Rather a community worker was put into the field -- not as a teacher or a librarian but an experienced community project person, and a long-time resident of the demonstration area. Local leaders have been enlisted in the planning process; local people are establishing the method by which a governing board will be established, and the nature of its powers.

Research and evaluation will be provided by the existing project office (which will be kept independent of the local demonstration staff, both to increase objectivity of evaluation and to ensure adequate research time and skill). Appraisal of demonstration programs, along with institution-wide dissemination about promising outcomes, are the two main responsibilities of the research office. There is ample "before" evidence in the data accumulated

by the project in the past two years; the task will be to gather "after" evidence that shows whether progress has been made.

The present statement describes developments and plans for establishing an experimental Student Neighborhood Learning Materials Center in Philadelphia as of July 1, 1971, shortly after the demonstration grants were received. The Learning Center will open for service early in 1972. Later reports will reflect changes, problems and accomplishments in an open-ended effort to bridge the gap between learners and materials in an undereducated urban neighborhood.

April, 1971

General Outline of Evaluation Design

The evaluation design depends on a precise statement of project objectives. As noted above, the objectives for the demonstration center will be derived from an intensive study of the available data on library needs in Philadelphia and defined by a Joint Planning Board representing the community, the School District, the Archdiocesan School System, and the Free Library. A complete statement of all aspects of the evaluation will be provided after these objectives are formulated in behavioral terms. This process will insure a direct correspondence between project objectives and the evaluation design.

Nevertheless, an outline of the proposed evaluation design is included in the present report. The intent is to suggest the nature of the evaluation which will be conducted. The entire demonstration center is treated as one educational component and some general examples are given of the objectives, measures, and data analysis procedures which will be used in the evaluation. The center will ultimately include a number of different educational components (e.g., reading programs for young children, special activities for the handicapped) and a more explicit evaluation design will be prepared for all components at a later date.

1. Performance to be measured

The evaluation chart shows some general objectives which have been stated for the demonstration center with reference to product outcomes, operational processes, and management processes. The initial emphasis in the evaluation will be to specify these objectives in much more detailed and measurable terms.

2. Measurement instruments and techniques

(1) Product evaluation. The measuring instruments and techniques for the product evaluation will be drawn from three different sources. The first major source will be a variety of instruments which have already been prepared for use in an earlier phase of the project. Ten different questionnaires, rating scales, and interview schedules were developed to measure library interests, attitudes, activities, etc. These measures were administered to thousands of children as well as hundreds of parents, librarians, and school administrators. The re-use of these measures in the present phase of the project has several major advantages including, for example, the availability of a wealth of baseline data.

These instruments will be used only if they prove directly relevant to the project objectives as defined by the Joint Planning Committee and the Research Center. At this point, it seems clear that some instruments cannot be used at all and some revisions will be required in most instruments which are used. When substantial revisions are required for a particular instrument, the validity of the existing baseline comparisons will become questionable and the instrument will be re-administered to the target population.

One instrument which is presently scheduled for re-use is the Student Questionnaire. This instrument was developed in an earlier phase of the project, pretested on an appropriate sample, administered to thousands of children in the student library survey, and the items were scored to produce measures

of student attitudes toward reading and toward libraries. A second administration of this instrument to the children in the target area will allow an assessment of the attitude changes which might be associated with the demonstration center. Other available instruments may be used in similar ways.

A second source of instruments is existing published texts. Some relevant test data are available from the testing programs conducted by the public and parochial school systems. The IOWA Test of Basic Skills (see chart), for example, provides some useful data on the extent to which children in the target areas show improvement in vocabulary, reading comprehension, and language skills. The data will be obtained from the school authorities. Arrangements will also be made to administer other published tests as appropriate.

A third source will be instruments which are specifically developed to assess those project objectives which are not covered by existing instruments or published tests. It is virtually certain that some instruments of this kind will be required. A number of instruments were developed in the project and the staff has both the expertise and experience to build appropriate instruments. All new instruments will be carefully matched to project objectives, pretested, and reviewed by the community representatives before administration to the target population.

(2) Process evaluation. Samples of process objectives have been stated throughout the present proposal. The evaluation will be designed to determine if a) all process objectives have been

stated appropriately, b) these objectives are related in a meaningful way to the product outcomes, c) the process is actually implemented, d) reasonable "state-of-the-art" standards are observed in selecting processes, e) the outcomes of the project can be identified with specific processes. Above all, the process evaluation will be designed to provide timely information to project administrators about problem areas which might hinder the successful development of the project.

3. Data collection procedures

A general plan for data collection in process and product evaluation has been determined. The process evaluation calls for continuous monitoring of the educational process at the demonstration center and the preparation of periodic process evaluation reports. The product evaluation will attempt to measure changes on a yearly basis. A more explicit schedule of data collection will be developed at this point.

The general objectives included in the chart suggest some of the target populations which will be included in the evaluation. The primary target group will be the children who live in the area serviced by the demonstration center. Cognitive and affective changes in these children will be assessed. Other important target groups will be community residents, educators, and librarians. Evaluative data will be collected from these groups by means of rating scales, questionnaires, and interviews.

As in the past, observers and interviewers will be carefully trained for data collection. Training workshops will be conducted and the data collection process will be monitored to assure high

standards of quality. Considerable success was noted in the past with the use of community residents as observers and interviewers. Community residents will be used in the present evaluation process to the extent possible.

4. Data analysis techniques

The study design and data analysis techniques must be sensitive to a number of problems which typically occur in applied research settings. The demonstration center, for example, is only one of many learning experiences to which the children will be exposed during the study period. Any improvements in basic skills therefore might be related to school learning, maturation, the center activities, home environment influences, or any combination of these factors. Even improvements in library skills might well be the result of school library activities rather than the influence of the center.

To cite another example, cognitive changes (and to a lesser extent affective changes) tend to occur in a subtle fashion and often over a long time period. It would be unreasonable to anticipate quick and dramatic changes in the study. Some of these problems can be controlled in the study design; the effects of other problems can be reduced by appropriate data analysis techniques; still other problem areas can only be recognized as possible weaknesses in the interpretation of the results of the study.

Some of the project objectives will require a pre- and post-test design with experimental and control groups. The objectives relating to growth in basic skills, for example, might be tested by comparing the growth of students in the target population with a comparable group of students in a control population. Some

other objectives will involve comparisons of the experimental group with a defined standard. The objectives dealing with library use patterns, for example, predict that the target area students will tend to visit the library more often, spend more time in the library, and circulate more materials than the average library use standards obtained from comparable areas of Philadelphia. Other kinds of designs will be employed as needed.

Appropriate data analysis procedures, including the use of statistical tests and other analytic procedures, will be applied in all instances. Both descriptive and inferential statistics will be computed in the product evaluation (e.g., means, correlations, t-tests). Process evaluation will involve content analysis of observation reports and interview data. These data will be tabulated, arranged in relation to study objectives, and both quantitative and qualitative information will be reported.

The product findings over the first study year will be interpreted cautiously. The first year will represent a "start-up" phase for the demonstration center and its impact on the target population may be affected. Moreover, the process data may indicate some needed changes in direction for the center in the future. Thus, the product findings will provide a basis for formulating explicit hypotheses for testing in later stages of the study and may also be used as a baseline point for subsequent data comparisons.

5. Data analysis presentation

The findings of the evaluation will be presented to project personnel, to the community, and to other interested organizations. Project personnel in this instance are defined as including the staff at the Student Library Research Center, the personnel at the library

demonstration center, and the members of the Joint Planning Committee. The community includes the staff and students located in schools served by the center and residents and parents. Other interested organizations include the library community at large, educational administrators, the U.S. Office of Education and the Pennsylvania Department of Education. Each group requires somewhat different kinds of information and the reports must be provided at varying times during the evaluation.

Project personnel will be most concerned with process evaluation feedback. The Research Center will take primary responsibility for collecting the necessary information on the developing process. This will require the preparation of appropriate forms, schedules, and reporting formats. This information will be communicated to the demonstration center staff and the Joint Planning Board. The Board will direct and approve needed changes in the process and the demonstration center staff will be responsible for implementing all changes.

Essentially the same procedures will be followed in presenting the product evaluation reports to project personnel. These reports will contain detailed information on project findings over specified time intervals. The data will be used by all groups to plan later phases of the project.

The community will be most interested in project results. Students, parents, community residents, and local school officials served by the center have a right to know the extent to which the project was able to meet the objectives set for it. Different kinds of reports will be prepared for each group summarizing the findings of the study after the data have been analyzed for the

first year of operation. If the project or any of the program components or methodology are to be replicated elsewhere, the library community and school administrators must be informed of the factors which contributed to the project's success or failure. More formal reporting channels, including publications in educational and library journals, will be used for this purpose. Finally, the project outcomes will be reported in an appropriate manner to the U.S. Office of Education.

EVALUATION DESIGN SUMMARY CHART

Performance Objective	Measurement Instruments			Data Collection Procedures		
Learning Center	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
A. Product Outcomes [1] (1) Basic Skills (a) Vocabulary (b) Reading Comprehension (c) Language Skills	IOWA Test of Basic Skills PPS	Published Published	Existing in School Records	Students in schools served by Center	Spring, 1972 Spring, 1973	Research Center Staff
(2) Student Library Use (a) Number of Visits (b) Time Spent in Library (c) Circulation Figures	Demonstration Center Records	December, 1971	Comparison with Data from Student Library Use Survey	Students in schools served by Center	December, 1972	Demonstration Center Staff
(3) Student Attitudes (a) Toward Reading (b) Toward Libraries	Student Library Questionnaire	Available	Existing Data from Earlier Survey	Students in schools served by Center	December, 1972	Research Center Staff
(4) Parental Involvement (a) Knowledge (b) Library Use	Parent Interview Schedule	Available	Existing Data from Earlier Survey	Parents in Community served by Center	Spring, 1972	Research Center Staff
(5) Interagency Cooperation (a) Frequency of Contact	Observation Report	September, 1971	Retrieved from Available Statistics	School and Public Libraries	November, 1972	Research Center Staff
B. Operational Processes [2]						
C. Management Processes [2]						

1. See Performance Objectives section for detailed statement of these objectives.

2. To be determined at a later date.

Data Analysis Techniques	Data Analysis Presentation				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
1. Significance test of gain for Experimental and Control Groups (as appropriate)	Fall, 1972	John Q. Benford	Interim Report	Soon after end of first project year	All Community and Staff U.S.O.E.
2. Comparison with Standard	Fall, 1972	John Q. Benford	Special Report to Schools	Soon after end of first project year	Students Schools Staff U.S.O.E.
3. Significance test of gain for Experimental and Control Groups (as appropriate)	Fall, 1972	John Q. Benford	Special Report to Schools	Soon after end of first project year	All Community and Staff U.S.O.E.
4. Significance test of gain for Experimental and Control Groups (as appropriate)	Fall, 1972	John Q. Benford	Public Announcements to Parents	Soon after end of first project year	Community Residents U.S.O.E.
5. Comparison with Earlier Frequencies	Fall, 1972	John Q. Benford	Special Report to Libraries	Soon after end of first project year	Library Staff U.S.O.E.

PROJECT PERSONNEL - QUALIFICATIONS AND RESPONSIBILITIES

NAME	POSITION TITLE[a]	RESPONSIBILITIES	% TIME
Charles R. Peguese	Administrator	Administer the demonstration program; supervise professional and non-professional personnel of the center; develop and administer community-based programs	100
_____	Associate Librarian	Develop and maintain the collection of materials and equipment required for the center's program	100
Ronald W. Hart	Community Liaison Director	Provide liaison between the demonstration center and the residents of the community in all activities related to the center	100
_____	Children's Librarian	Develop and maintain the collection of materials and equipment for children and develop and conduct special programs and activities for this group	100
_____	Young Adult Specialist (to be appointed)	Develop and maintain the collection of materials for teen-agers and young adults and develop and conduct special programs and activities for this group	100
_____	Reading Specialists (Two to be appointed)	Conduct special reading programs for elementary and secondary grade students and supervise tutorial services for these students	50
_____	A-V Specialist (to be appointed)	Develop and maintain the collection of A-V materials and equipment and conduct special programs and activities for students and their families	100
Van Ftergiotis	Multi-media Consultant	Provide expert advice and consultation in development of a multi-media program designed to meet the needs of the center's clientele	50 days

(a) All positions for the demonstration center are listed. Budget for the positions will be provided partly from a Title III E.S.E.A. grant and partly from a Title IIB Higher Education grant.

PROJECT PERSONNEL - QUALIFICATIONS AND RESPONSIBILITIES (cont'd)

NAME	POSITION TITLE	RESPONSIBILITIES	% TIME
_____	Early Childhood Reading Consultant (to be appointed)	Provide expert advice and consultation in development of special reading programs and techniques for younger children served by the center	50 days
_____	Consultant on Services for the Physically Handicapped (to be appointed)	Provide expert advice and consultation in developing special programs and materials for the handicapped	50 days
_____	Consultant on Services for Adults with limited reading and other basic skills (to be appointed)	Provide expert advice and consultation in development of special materials and tutorial services to assist in developing and improving reading and other basic skills for adults who could use the center's programs	50 days

Personnel Qualifications - Demonstration Center Positions

Administrator

Possession of a Master's Degree in library science from an ALA accredited school, plus at least six years of increasingly responsible library experience, including three years in a supervisory position.

Community Liaison Director

Possession of a Bachelor's Degree in Liberal Arts or the social sciences, or an equivalent combination of five years of college education and community experience and training.

Associate Librarian

Possession of a Master's Degree in Library Science and at least three years' experience in school or public library work.

Children's Librarian

Possession of a Master's Degree in Library Science and at least one year's experience in work with children in a school or public library.

Young Adult Librarian

Possession of a Master's Degree in Library Science and at least one year's experience in a high school library or as a young adult librarian in a public library.

Reading Specialist

Completion of a Master's Degree program in reading plus at leat three years experience, or the equivalent combination of experience and training.

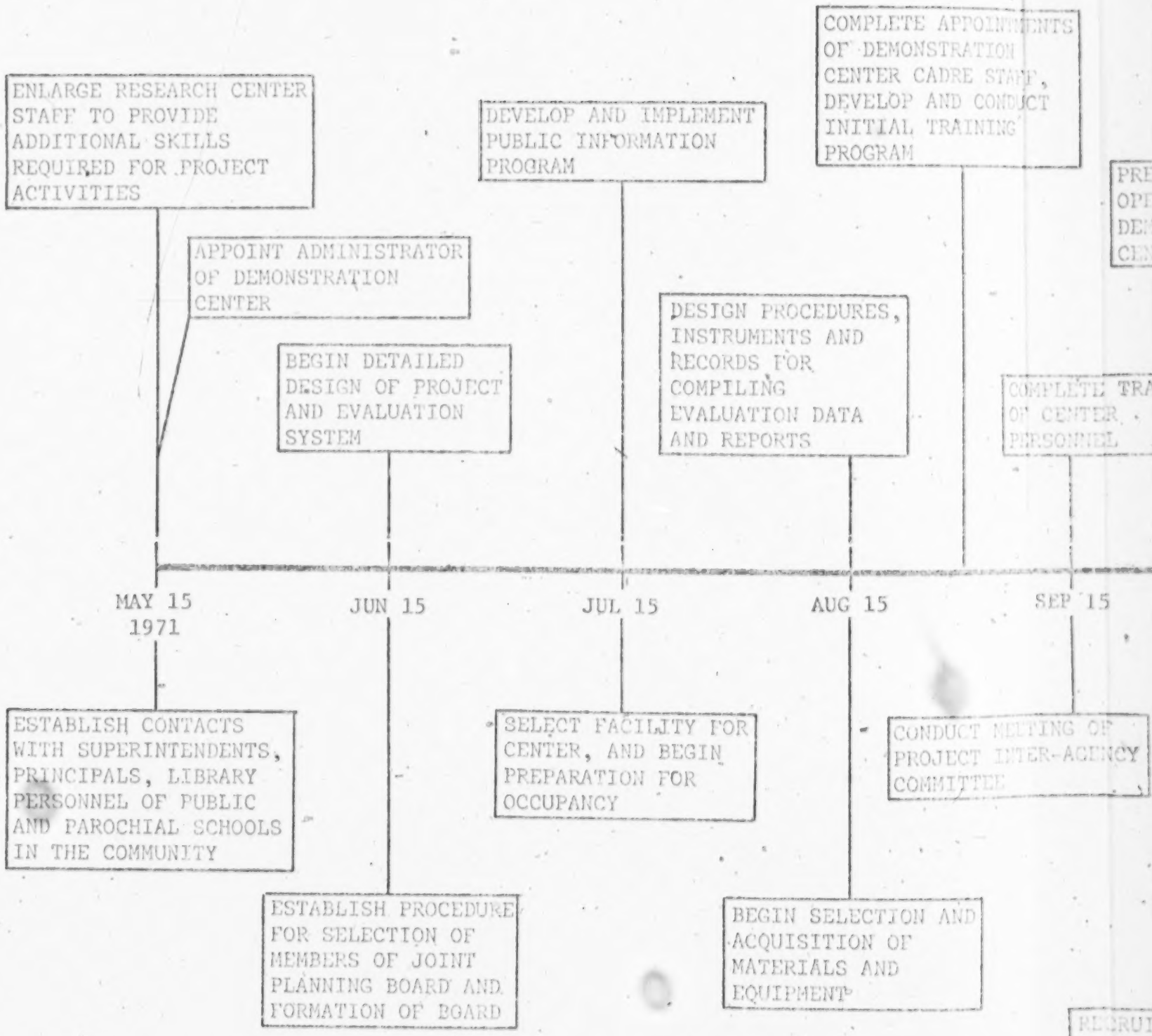
Physically Handicapped Specialist

Possession of a valid Pennsylvania certificate, plus experience in teaching the handicapped or in providing library services to the handicapped.

Audio-visual Specialist

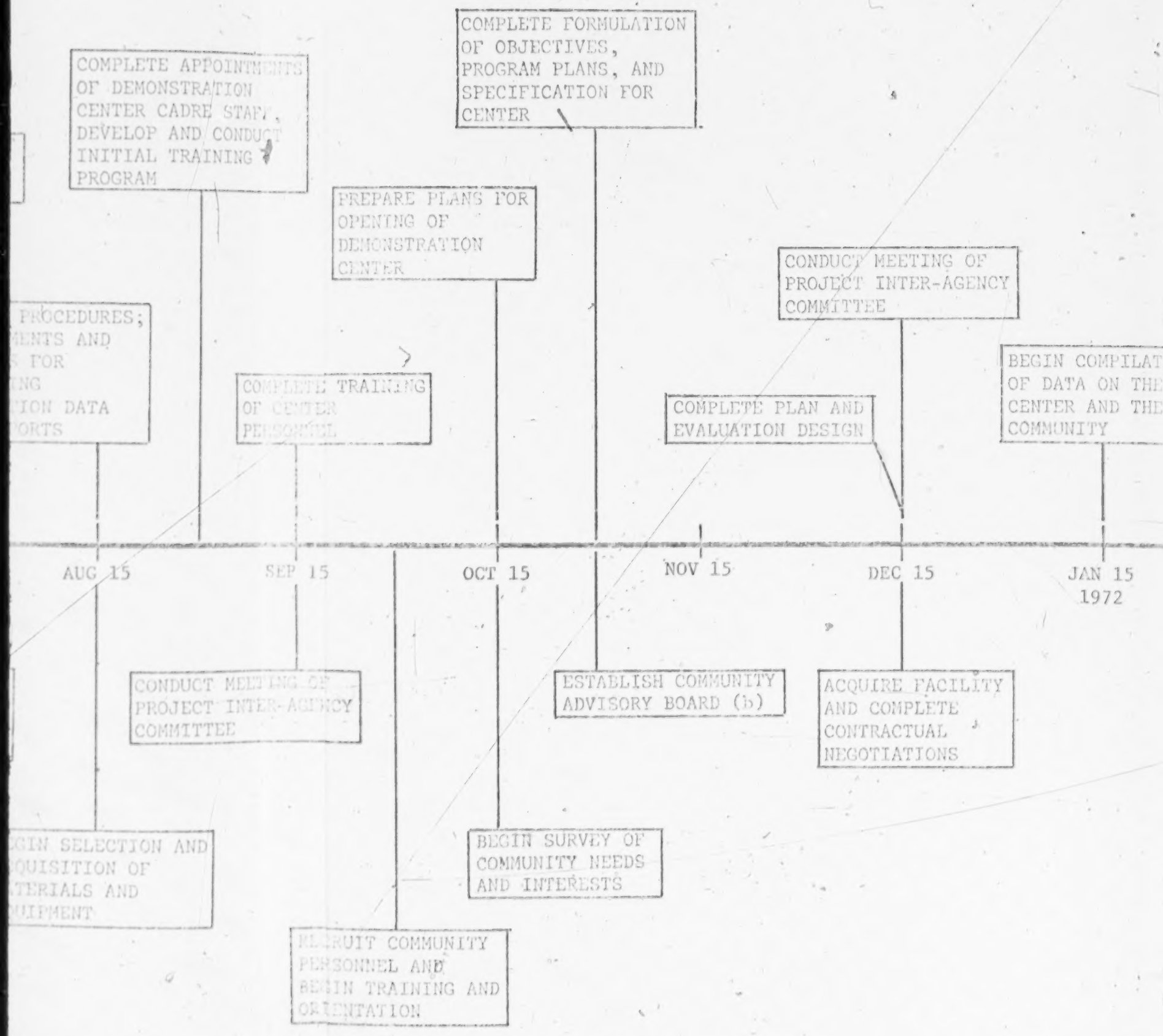
Possession of a Bachelor's Degree that includes at least nine credits of instruction in audio-visual media and at least three years experience in the use of audio-visual material in either a school or public library, or the equivalent combination of experience and training.

TIME LINE FOR INSTALLATION OF STUDENT LEARNING CENTER


ENLARGE RESEARCH CENTER STAFF TO PROVIDE ADDITIONAL SKILLS REQUIRED FOR PROJECT ACTIVITIES
APPOINT ADMINISTRATOR OF DEMONSTRATION CENTER
BEGIN DETAILED DESIGN OF PROJECT AND EVALUATION SYSTEM
DEVELOP AND IMPLEMENT PUBLIC INFORMATION PROGRAM
DESIGN PROCEDURES, INSTRUMENTS AND RECORDS FOR COMPILING EVALUATION DATA AND REPORTS
COMPLETE APPOINTMENTS OF DEMONSTRATION CENTER CADRE STAFF, DEVELOP AND CONDUCT INITIAL TRAINING PROGRAM
COMPLETE TRA
OF CENTER
PERSONNEL
MAY 15 1971
JUN 15
JUL 15
AUG 15
SEP 15
ESTABLISH CONTACTS WITH SUPERINTENDENTS, PRINCIPALS, LIBRARY PERSONNEL OF PUBLIC AND PAROCHIAL SCHOOLS IN THE COMMUNITY
ESTABLISH PROCEDURE FOR SELECTION OF MEMBERS OF JOINT PLANNING BOARD AND FORMATION OF BOARD
SELECT FACILITY FOR CENTER, AND BEGIN PREPARATION FOR OCCUPANCY
BEGIN SELECTION AND ACQUISITION OF MATERIALS AND EQUIPMENT
CONDUCT MEETING OF PROJECT INTER-AGENCY COMMITTEE
RECRUI
PERSON
BEGIN
ORIENT

(a) Generalized. A detailed work program and schedule will be prepared early in the current year's planning phase.
(b) Meetings of The Board are not shown; upon formation, The Board will prepare a plan and schedule for regular meetings.

ATION OF STUDENT LEARNING CENTER PLAN(a)



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BEGIN COMPILATION OF DATA ON THE CENTER AND THE COMMUNITY

COMPLETE PROGRAM AND BUDGET FOR SECOND YEAR GRANT

MAKE NECESSARY ADJUSTMENTS TO PROCEDURES, INSTRUMENTS AND RECORDS FOR DATA COMPILATION

MAKE NECESSARY ADJUSTMENTS TO PROGRAM AND ACTIVITIES

PREPAR... REPORT ... OPERAT...

5

JAN 15
1972

FEB 15

MAR 15

APR 15

MAY 15

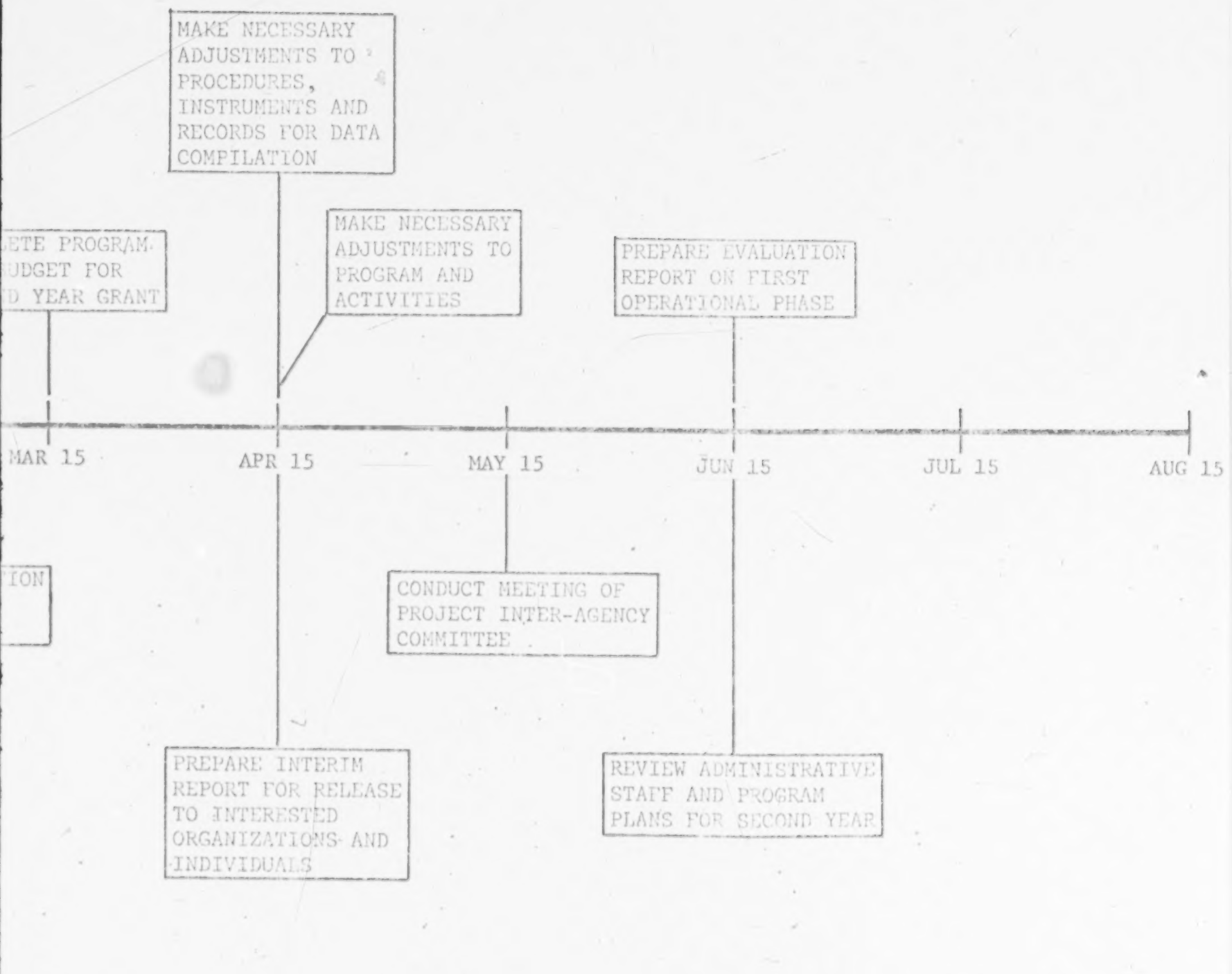
...ACILITY ...ETE ...AL ...ONS

OPEN DEMONSTRATION CENTER TO THE COMMUNITY

CONDUCT MEETING OF PROJECT INTER-AGENCY COMMITTEE

PREPARE INTERIM REPORT FOR RELEASE TO INTERESTED ORGANIZATIONS AND INDIVIDUALS

REVIEW ... STAFF A... PLANS F...


MAKE NECESSARY ADJUSTMENTS TO PROCEDURES, INSTRUMENTS AND RECORDS FOR DATA COMPILATION
ETE PROGRAM- UDGET FOR D YEAR GRANT
MAKE NECESSARY ADJUSTMENTS TO PROGRAM AND ACTIVITIES
PREPARE EVALUATION REPORT ON FIRST OPERATIONAL PHASE
MAR 15
APR 15
MAY 15
JUN 15
JUL 15
AUG 15
ION
CONDUCT MEETING OF PROJECT INTER-AGENCY COMMITTEE
PREPARE INTERIM REPORT FOR RELEASE TO INTERESTED ORGANIZATIONS AND INDIVIDUALS
REVIEW ADMINISTRATIVE STAFF AND PROGRAM PLANS FOR SECOND YEAR

PROSPECTIVE COMMUNITIES FOR LEARNING CENTER DEMONSTRATION

PROFILES OF NEED

RACIAL DISTRIBUTION - PUBLIC SCHOOL ENROLLMENTS

SPECIAL OBSERVATIONS ON CHRISTIAN STREET AND
SOUTH CENTRAL PHILADELPHIA
COMMUNITIES

COMMUNITY COUNCILS AND OTHER ORGANIZATIONS
IN THE TARGET COMMUNITY

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

PROFILES OF NEED FOR TEN PROSPECTIVE COMMUNITIES

1 - Christian Street
2 - Fairhill
3 - Francisville
4 - Kingsessing
5 - Ludlow
6 - Mantua
7 - Old Germantown
8 - South Central
9 - Strawberry Mansion
10 - Temple U.
11 - Christian Street-South Central

PROFILE RANKS - EXPLANATIONS

See pages 13 and 14

SUMMARY-COMMUNITY PROFILES

Community	No. of Schools Public	Parochial	Total	Profile of Need DECILE RANKING* % of Families Low Income	ADC	Achievement Level	Teacher Exper.	Teacher Vacan.	Teacher Turnover	Circulation Bks/Student	Branch Library Within 1/2 mi. of center of Community
1.Christian St.	7	4	11	9	8	8	6	5	6	7	Yes
2.Fairhill	5	2	7	4	4	6	7	5	6	7	Yes
3.Francisville	6	3	9	7	8	8	6	5	6	8	Yes
4.Kingsessing	5	1	6	3	6	7	5	4	5	9	Yes
5.Ludlow	7	3	10	7	4	8	7	5	6	7	No
6.Mantua	5	2	7	7	6	8	5	4	5	7	No
7.Old Germantown	3	3	6	6	4	8	5	2	6	6	No
8.South Central	8	5	13	6	7-8	8	6	4-5	6-7	7	No
9.Strawberry Mansion	11	2	11	5	7	8	5	5	5	8	Yes
10.Temple U.	7	2	9	7	7	9	5	5	5	8	Yes
11.Christian St.-South Central	10	6	16	7	7-8	8	6	4-5	6-7	7	Yes

*See explanation of ranking on pages which follow Profile No. 10, Temple University.

1. CHRISTIAN STREET COMMUNITY

Lombard to Wharton; Broad to 24th St.

Nearest Branch Libraries - Queen Memorial, 1315 Pt. Breeze Ave. and Phila. City Institute, 19th and Locust Streets

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Anthony	297	.8		2,052	6.9			
St. Charles	629	.4		1,335	2.1			
St. Rita	374	1.0		2,358	6.3			
St. Theresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.1			
Barrett	1,242	.2		10,164	8.1			
Durham	246	2.2		3,526	14.3			
Landreth	812	.5		4,000	4.9			
Pierce	595	.7		4,800	8.1			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
TOTALS	6,408	.7	7	46,017	7.3	8	87%	9

District Decile Rank - District 2*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	6	5	6	8

*Data apply to public schools only.

2. FAIRHILL COMMUNITY

B St. to 8th St.; Lehigh Ave. to Erie Ave.

Nearest Branch Libraries - Lehigh, 6th St. and Lehigh Ave., and McPherson Square, F. St., and Indiana Ave.

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
Ascension	1,501	.9		3,301	2.2			
St. Hugh**	1,005	.8		2,090	2.1			
Cramp**	570			5,438	9.5			
Fairhill	652	1.0		5,962	9.1			
Potter-Thomas	1,024	1.0		10,000	9.8			
Sheppard	683	.7		2,760	4.0			
Stetson Jr. H.	1,923	.4		8,500	4.5			
TOTALS	7,358	.8	7	38,051	5.9	6	41%	4

District Decile Rank - District 5* and 7*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	7	5	6	4

*Data apply to public school only.
**Cramp and St. Hugh are in District 7, but close enough to the Fairhill Community to be included.

3. FRANCISVILLE COMMUNITY

Fairmount to Columbia; Broad to 24th.St.

Nearest Branch Library - Columbia Avenue, 23rd Street and Columbia Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
Gesu	231	1.1		1,028	4.5			
St. Hedwig	178	1.1						
St. Joseph's Prep.**	975	.2		14,000	14.3			
Bache	633	.8		3,588	5.7			
Darrah	552	.7		3,766	6.8			
Martin	242	.5		3,000	12.4			
Meade	1,411	.6		8,200	5.8			
Reynolds	1,221	.6		6,174	5.1			
Vaux Jr. High	1,791	.1		8,866	5.0			
TOTALS	7,234	.6	8	48,622	7.3	8	73%	7

District Decile Rank - District 2*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	6	5	6	8

*Data apply to public schools only.
**Independent School

4. KINGSESSING COMMUNITY

Woodland Ave. to Baltimore; 48th St. to 58th St.

Nearest Branch Libraries -- Cobbs Creek, 59th Street and Baltimore Avenue and Kingsessing, 51st Street and Chester Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
Most Blessed Sacrament	2,682	.3		5,473	2.0			
Comegys	1,036	.4		5,240	5.1			
Harrington	1,183	.3		4,500	3.8			
Longstreth	854	.5		6,000	7.0			
Mitchell	1,195	.2		5,680	4.8			
Shaw Jr. High	2,433	.2		22,000	9.0			
TOTALS	9,383	.3	9	48,893	5.4	7	33%	3

District Decile Rank - District 1*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
6	5	4	5	6

*Data apply to public schools only.

5. LUDLOW COMMUNITY

Master to Dauphin; Front to 10th Sts.

Nearest Branch Libraries - Kensington, Jasper and Kensington Avenues, and Girard, 5th Street and Girard Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Boniface	621	.7		2,260	3.6			
St. Malachy	370	.4		1,214	3.3			
St. Michael	419	1.0		3,125	7.5			
Ferguson	1,818	.2		6,200	3.4			
Harrison	615	.8		4,250	6.9			
Hunter, W. H.	520	2.3		3,500	6.7			
Ludlow	987	.8		4,500	4.6			
McKinley	468	.7		3,841	8.3			
Miller, W. F.	537	.7		3,314	6.2			
Moffett	475	.3		3,175	6.7			
TOTALS	6,830	.8	7	35,379	5.7	8	76%	7

District Decile Rank - District 5*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	7	5	6	4

*Data apply to public schools only.

6. MANTUA COMMUNITY

Powelton to Mantua; 32nd to 43rd Sts.

Nearest Branch Library - West Philadelphia, 40th and Walnut Streets

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION: Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION: Decile Rank	LIBRARY COLLECTION: Number of Volumes In School Library Collection	LIBRARY COLLECTION: Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Agatha	408	.3		1,726	4.2			
St. Ignatius	341	.9		1,400	4.1			
Belmont	1,183	.5		9,482	8.0			
Drew	506	.9		8,813	17.4			
McMichael	1,768	.5		11,000	6.2			
E. S. Miller**	330	.6		2,000	6.1			
Powel	209	1.7		5,000	17.2			
TOTALS	4,745	.7	7	39,421	9.0	8	74%	7

District Decile Rank - District 1*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
6	5	4	5	6

*Data apply to public schools only.

**Miller is in District ~~4~~, but close enough to be included.

7. OLD GERMANTOWN COMMUNITY

Berkley St. to Chelten Ave.; Wissahickon Ave. to Germantown Ave.

Nearest Branch Library - Germantown, Chelten and Germantown Avenues

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Catherine of Sienna	183							
St. Francis of Assisi	983	.8		2,136	2.2			
St. Michael of the Saints	322	.7		1,214	3.8			
Germantown Friends**	804							
J. B. Kelly	1,010			5,325	5.3			
Moore Hall	298	1.8						
Wister	822	1.2		6,211	7.5			
TOTALS	4,421	1.1	6	14,886	4.7	8	63%	6

District Decile Rank - District 6*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
4	5	2	6	4

*Data apply to public schools only.
**Independent School

8. SOUTH CENTRAL COMMUNITY

Lombard St. to Wharton St.; 10th St. to 20th St.

Nearest Branch Libraries - Southward, 7th and Carpenter Streets; Philadelphia City Institute, 19th and Locust Streets; and Queen Memorial, 1315 Pt. Breeze Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	LIBRARY COLLECTION Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Charles	629	.4		1,335	2.1			
St. Paul	576	.3		3,297	5.8			
St. Peter Claver	204	1.7		1,920	9.4			
St. Rita	374	1.0		2,358	6.3			
St. Teresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.0			
Barrett Jr. H.	1,242	.2		10,164	8.1			
Bartlett Jr. H.	856	.5		7,126	8.3			
Durham	246	2.2		3,526	14.3			
Hawthorne	504	1.2		3,824	7.6			
Jackson	445	1.1		3,975	9.0			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
TOTALS	7,289	.9	7	55,307	8.0	8	66%	6

District Decile Rank - District 2 and 3*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
		District 2		
8	6	5	6	8
		District 3		
7	6	4	7	7

*Data apply to public schools only.

9. STRAWBERRY MANSION COMMUNITY

Berks to Lehigh; 22nd to 33rd Sts.

Nearest Branch Libraries - Widener Memorial, 25th Street and Lehigh Avenue and Columbia, 23rd Street and Columbia Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	Decile Rank	LIBRARY COLLECTION Number of Volumes In School Library Collection	Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
St. Columba	486	.6		1,274	2.6			
Most Precious Blood	468	.6		3,207	6.8			
Blaine	1.059	.9		8,000	7.5			
Dick	1,283	.5		6,100	4.8			
Dobbins Voc. H. S.	2,019	.2		13,098	6.4			
FitzSimons Jr. H.	1,816	.1		8,000	4.4			
Hill	1,381	.6		7,500	5.4			
Lehigh	654	1.1		3,950	6.0			
Pratt-Arnold	1,374	.5		7,800	5.7			
Stokley	369	1.1		3,237	8.8			
Strawberry Mansion Jr. H.	2,639	.4		20,000	7.6			
Walton	1,140	1.1		8,000	7.0			
Wright	882	.8		5,439	6.2			
TOTALS	15,570	.5	8	95,605	6.1	8	53%	5

District Decile Rank - District 4*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
7	5	5	5	7

*Data apply to public schools only.

10. TEMPLE U. COMMUNITY

Columbia Ave. to Lehigh Ave.; Broad St. to 4th St.

Nearest Branch Library - Lehigh, 6th Street and Lehigh Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION		LIBRARY COLLECTION		Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
		Printed Materials Per Student	Decile Rank	Number of Volumes In School Library Collection	Number of Volumes Per Student			
St. Edward's	780	.4		1,635	2.1			
Our Lady of Mercy	475	.7		4,256	9.0			
Dunbar	572	.7		3,828	6.7			
Edison High	1,850	.4		12,841	6.9			
Elverson	913	1.0		5,218	5.7			
Ferguson	1,818	.2		6,200	3.4			
Hartranft	934	.4		3,250	3.5			
Wanamaker Jr. H.	1,763	.1		13,900	7.9			
Welsh	1,226	.3		6,500	5.3			
TOTALS	10,331	.5	8	57,628	5.6	9	70%	7

District Decile Rank - District 5*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
8	5	5	5	7

*Data apply to public schools only.

CHRISTIAN STREET-SOUTH CENTRAL COMMUNITY

Lombard St. to Wharton St.; 10th St. to 24th St.

Nearest Branch Libraries - Southwark, 7th and Carpenter Streets; Philadelphia City Institute, 19th and Locust Streets; and Queen Memorial, 1315 Pt. Breeze Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTIONS

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION Printed Materials Per Student	Decile Rank	LIBRARY COLLECTION Number of Volumes in School Library Collection	Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families with Low Incomes*	Low Income Families Decile Rank*
St. Anthony	297	.8		2,052	6.9			
St. Charles	629	.4		1,335	2.1			
St. Paul	576	.3		3,297	5.8			
St. Peter Claver	204	1.7		1,920	9.4			
St. Rita	374	1.0		2,358	6.3			
St. Theresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.0			
Barrett Jr. H.	1,242	.2		10,164	8.1			
Bartlett Jr. H.	856	.5		7,126	8.3			
Durham	246	2.2		3,526	14.3			
Hawthorne	504	1.2		3,824	7.6			
Jackson	445	1.1		3,975	9.0			
Landreth	812	.5		4,000	4.9			
Pierce	595	.7		4,800	8.1			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
TOTALS	8,993	.8	7	66,159	7.5	8	69%	7

District Decile Rank - Districts 2* and 3*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
		District 2		
8	6	5	6	8
		District 3		
7	6	4	7	7

*Data apply to public schools only.

Key To Family Income Level Decile Rank

Rank	% Of Public School Enrollment From Low-Income Families (*)
1	10.3 to 19.7
2	19.8 to 29.1
3	29.2 to 38.5
4	38.6 to 47.9
5	48.0 to 57.3
6	57.4 to 66.7
7	66.8 to 76.1
8	76.2 to 85.5
9	85.6 to 95.7
10	95.8 to 100.0

*Estimated gross income of $3,000 or less

Key To Student Achievement Level Decile Rank

Rank	Difference Between Actual Composite Score And National Composite Score, 6th Grade(*)
1	+.16 to +.48
2	-.17 to +.15
3	-.48 to -.16
4	-.81 to -.49
5	-1.14 to -.82
6	-1.47 to -1.15
7	-1.80 to -1.48
8	-2.13 to -1.81
9	-2.46 to -2.14
10	-2.80 to -2.47

*These figures represent the difference between a computed average score for public schools in the prospective communities and the national average. Based on 1968 6th grade Iowa Test Composite Scores. The national composite score was 6.8.

Key To Average Weekly Circulation Of Printed Materials Per Student, 1970

Rank	Circulation Per Student(*)
1	2.3 to 2.4
2	2.0 to 2.2
3	1.8 to 1.9
4	1.5 to 1.7
5	1.3 to 1.4
6	1.0 to 1.2
7	.8 to .9
8	.5 to .7
9	.3 to .4
10	.1 to .2

*Source - Questionnaire for School Libraries. The questionnaire was completed by 75% of all school libraries (public, parochial, and independent) in Philadelphia.

KEY TO DISTRICT DECILE RANKS

The District Decile Ranking presented in the Community Profile were taken from "School Profile of Pupil and Staff Characteristics, School District of Philadelphia," December 1969

Median Family Income. This index compares the median income level of families served by the schools in the district with the median income level of all other schools in the city. Rank 1 identifies the smallest % of enrollment from low income families; rank 10 the largest % of enrollment of low income families.

Teacher Experience. This index compares the % of teachers with less than two years of teaching experience for the schools in the District, with the percentage for all other schools in the city. Rank 1 identifies the smallest % of inexperienced teachers; rank 10, the largest % of inexperienced teachers.

Teacher Vacancies. This index compares the percent of teacher vacancies (positions filled by substitutes) for the school in the district with the percent for all other schools in the city. Rank 1 identifies the lowest % of vacancies; rank 10, the highest % of vacancies.

Teacher Turnover. This index compares the rate of teacher withdrawal for the schools in the district with the rate for all other schools in the city. Rank 1 identifies the lowest rate of withdrawal; rank 10 the higher rate of withdrawal.

A.D.C.Cases. This index compares the percent of families served by the schools in the District who are receiving Aid to Dependent Children (ADC) with the % for all other schools in the city. Rank 1 identifies the lowest % of ADC cases; rank 10 identifies the highest % of ADC cases.

Racial Distribution of Public School Enrollment

in the South Central - Christian Street Community 1969-1970

Schools	% White	% Black	% Spanish
Arthur	.2	99.8	0
Barrett, Jr. H.S.	.2	99.8	0
Bartlatt, Jr. H.S.	11.3	85.9	2.8
Durham	47.8	52.2	0
Hawthorne	.2	99.6	.2
Jackson	27.3	70.7	2.0
Landreth	0	100.0	0
Peirce	.7	99.3	0
Smith	0	100.0	0
Stanton, E.M.	.2	99.8	0

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment
in the Fairhill Community 1969-1970

Schools	% White	% Black	% Spanish
Cramp	92.0	3.5	4.5
Fairhill	9.7	54.6	35.7
Potter-Thomas	19.6	33.2	47.2
Sheppard	33.1	54.6	12.3
Stetson, Jr. H.S.	51.2	33.6	15.2

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment

in the Francisville Community 1969-1970

Schools	% White	% Black	% Spanish
Bache	10.1	84.2	5.7
Darrah	.6	95.8	3.6
Martin	37.8	56.4	5.8
Meade	.2	99.7	.1
Reynolds	.2	99.8	0
Vaux, Jr. H.S.	.5	99.4	.1

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment
in the Kingsessing Community 1969-1970

Schools	% White	% Black	% Spanish
Harrington	2.8	97.1	.1
Longstreth	23.0	77.0	0
Mitchell	41.3	58.7	0
Shaw, Jr. H.S.	5.3	94.6	.1

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment
in the Ludlow Community 1969-1970

School	% White	% Black	% Spanish
Ferguson	.9	75.4	23.7
Harrison	.4	96.9	2.6
Hunter, W.H.	8.1	55.5	36.4
Ludlow	1.4	60.0	38.6
McKinley	2.6	43.5	53.9
Miller, W.F.	18.0	28.9	53.1
Moffett	45.3	18.1	36.6

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment
in the Mantua Community 1969-1970

School	% White	% Black	% Spanish
Belmont	.1	99.9	0
Drew	.8	99.2	0
McMichael	.1	99.9	0
Miller, E.S.	1.6	98.4	0
Powel	13.1	86.9	0

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment

in the Old Germantown Community 1969-1970

School	% White	% Black	% Spanish
J. B. Kelly			
Moore	23.0	77.0	0
Wister	3.9	96.0	.1

Note: Data on racial distribution of parochial school enrollment not available.

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Racial Distribution of Public School Enrollment
in the Temple University Community 1969-1970

School	% White	% Black	% Spanish
Dunbar	.6	93.9	5.5
Edison, H.S.	8.4	82.0	9.6
Elverson	.2	98.7	1.1
Ferguson	.9	75.4	23.7
Hartranft	1.1	87.9	11.0
Wanamaker, Jr. H.S.	.3	96.1	3.6
Welsh	3.4	56.6	40.0

Note: Data on racial distribution of parochial school enrollment not available.

Racial Distribution of Public School Enrollment
in the Strawberry Mansion Community 1969-1970

School	% White	% Black	% Spanish
Blaine	0	100.0	0
Dick	.1	99.9	0
Dobbins, H.S.	30.0	66.1	3.9
Fitz Simons, Jr. H.S.	.4	99.6	0
Hill	.2	99.8	0
Lehigh	0	100.0	0
Pratt-Arnold	.1	99.9	0
Stokley	.8	99.2	0
Strawberry Mansion, Jr. H.S.	.1	99.9	0
Walton	0	100.0	0
Wright	0	100.0	0

Note: Data on racial distribution of parochial school enrollment not available.

MEMORANDUM

October 30, 1970

To : File

From: Ron Hart, Community Relations Specialist

Re : Special Observations Regarding the Christian Street and South Central Philadelphia Communities

I. Conditions

A) Crime and delinquency

- relatively speaking, there is a low incidence of street violence (wanton attacks, purse snatchings) which would prohibit children and/or adults from coming and going to a facility located in this area.

B) Gang activity

- there has been sustained inactivity, in recent months, of juvenile gang warfare in this area.

- reports from probation officers and youth field workers in this area indicate a low incidence of juvenile police contacts in the past several months

II. Facilities

A) Schools

- this area encompasses a large number of elementary schools, both public and parochial

- a number of these schools are presently implementing innovative educational programs which could be substantially supported by a demonstration learning - media center, during after-school hours and on weekends.

B) Libraries

- School - each of the schools in the area has a library; however, for many it means a small closet-like room where books are kept. Only one of the elementary schools is staffed by a certified librarian.

- Public - there are 3 public libraries close to but outside this area - Southwark, 7th and Carpenter; Queen Memorial, 1400 Point Breeze Ave; and Philadelphia City Institute, 19th and Locust. They are located more than a 1/2 mile from an overwhelming majority of the residents.

C) Y.M.C.A., Y.W.C.A., Anderson Recreation Center, Bartlett School Evening Recreation Program, and the proposed old Ridgeway Library Recreation Center.

- all of the above named facilities and others not mentioned are providing recreational activities for youth and adults in the community, but are unable to place the proper focus on educational-recreational programs, and a "Center" could be the needed ingredient for a well rounded program of educational-recreational activities

D) Churches

- many churches in the area have expressed, and in a number of cases, actuated their views on taking a more active role in the community. Consequently there are churches sponsoring Get-Set programs, tutorial and recreational activities; however their efforts are limited, primarily because of space, time, money and staff. A demonstration learning-media center with its resources, (staff and materials) could certainly expect the cooperation and support of these institutions, and hopefully allow the institutions to improve their own programs because of the availability of the Center's staff and materials.

III. Activities

A) Community groups

- there has been much evidence of community based groups in this area making some small but significant gains with some of the problems facing the community. These groups have shown real cohesiveness and strength.

a) Young Afro-Americans, in great part responsible for low incidence of gang activity

b) South East Philadelphia Community Council, responsible for day care and health center at 9th and South Streets

c) Ridgeway Action Council, solely responsible for getting appropriation from City Council to convert the old Ridgeway Library into a recreation site. Ridgeway Library is a 4 - acre site which has been unused for the past 10 years.

B) Many of the schools in the area have innovative programs that could be directly linked with a demonstration-learning-media center:

Durham School Intensive Learning Center and Teacher Training Center
E.M. Stanton's Bank Street Program
St. Charles' Montessori School
Smith School's Reading Center
Bartlett School's Educational Improvement Program and Motivational Program

In addition to the above observations about the communities, there are also a number of institutions on the perimeter of the area which I feel certain, would be willing to cooperate with and be a resource to such a "center", such as - Jewish "Y", Philadelphia Museum College of Art, United Neighbors Settlement House, and of course the three branch libraries.

Community Councils, Health and Welfare Agencies, and Recreational-Cultural Organizations Located in the Proposed Demonstration Community.

Community Councils

Ridgeway Action Council
1223 Christian Street
Joseph Wiggins, President

Young Afro-Americans
1441 South Street
James Lester

South Street Boosters
1601 South Street
Lee Rogers

Hawthorne Community Council
1234 Webster Street
Mrs. Manie Brooks

Southwest Center City Community Council
2129 Kater Street
Eddie Williams

Hawthorne Tenant Council
13th and Fitzwater Streets
Mrs. Louis Williams

Rebound Ad Hoc Community Committee
1427 Catherine Street
Mrs. Florence Sexton, Chairman

Southeast Philadelphia Community Corporation
9th and South Streets
Donald Cook, President

South Philadelphia Neighborhood Community Education and Service Program
15th and Christian Streets
Rev. J. H. Lester

Citizens Committee to Preserve and Develop the Crosstown Community
820 South Street
George Dukes, Alice Lipscomb

Health Organizations

Christian Street Mother's Health Clinic
2058 Christian Street
Mrs. Barbara Mews, Director

Community Nursing Services, District I
Broad and Lombard Streets
Mrs. Ethel Taylor, Supervisor

Child Guidance Clinic
1700 Bainbridge Street
Dr. Salvadore Minuchin, Director

Rebound - Child Growth and Development Center
1427 Catherine Street
George Peoples, Director of Community Organization

District #I Health Center
1400 Lombard Street

Children's Hospital
18th and Bainbridge Streets

Neighborhood Health Center
9th and South Streets

Horizon House
501 South 12th Street

Graduate Hospital
19th and Lombard Streets
Edwin Taylor, Executive Director

Social Welfare Agencies

Youth Conservation Services
City of Philadelphia
Southern Division
Bartlett Junior High School
11th and Catherine Streets
Mrs. Doris Oglesby, Director
Mr. Darrow Andrews, Field Worker

Philadelphia Anti-Poverty Action Committee
Community Action Council
Area H
752 South 16th Street
Mrs. Dorothy Kelly, Council Assistant

Governor's Branch Office for Help with your Problems
South East Corner, 19th and South Streets
Nathan Lewis, Coordinator

Recreational, Cultural and Community Centers

Western Community House
1613 South Street
Rodney Williams, Director

Hawthorne Community Center
770 South 13th Street
George Cannon, Director

Christian Street Branch Y.M.C.A.
1724 Christian Street
William Morton, Executive Director

Y.W.C.A. Southwest Belmont Branch
756 South 16th Street
Mrs. Mayme Sims, Executive Director

Grace Settlement House
1032 Federal Street
Mrs. Frances Showalter, Director

John Gloucester House
22nd and Federal Streets
Mrs. Rachel Waters, Acting Director

Marian Anderson Recreation Center
17th and Fitzwater Streets
Charles Rice, Director

DISCUSSIONS WITH COMMUNITY LEADERS

IN THE TARGET COMMUNITY

MEMORANDUM

September 30, 1970

To : Jack Benford, Project Director

From: Ron Hart, Community Relations Specialist

Re : Visit to Durham School's Child and Staff Development Center

On Tuesday September 29, Tom Entenmann, Claire Schultz and I met with Mrs. Lore Rasmussen, Project Director of the Center. The Center is attempting to provide continuous and high quality coordinated services and education for young children from infancy to age ten, while simultaneously training adults, both parents and teachers in service and educational programs geared to the development of the family, community and education. At present children from 5 to 10 years of age are participating through parental choice in an exceptional, ungraded, individualized, and flexible educational program.

As of October 4, 1970 there will be an additional school-age mothers program which provides care for infants 3 weeks to 18 months of age and education for their parents in the school. This allows the mothers to proceed with their education in an environment rich with modern child rearing practices, which they can easily adopt and use in the development of thier own children.

Mrs. Rasmussen is an energetic, creative and highly imaginative administrator, who is well informed about the community in which she is working. From her conversation it was quite apparent that she has taken the time and initiative to involve the community which has responded in a positive manner.

Our visit and discussion with Mrs. Rasmussen supports our own judgment about the feasibility of the type of program we envision that needs community support and participation.

I recommend that you arrange a visit to see the Durham School facilities and to talk with Mrs. Rasmussen. I believe that, if time allowed, she could be a source of information and contacts directly related to our present and future planning.

MEMORANDUM

October 8, 1970

To : File

From: Ron Hart, Community Relations Specialist

Re : Visit of Mr. Benford and myself with Mr. Charles Peguese, Coordinator of Multi-Media Center for Title I Parochial Schools

Mr. Benford and I visited Mr. Peguese on Thursday, October 8, in his office at 29th and Allegheny. Our visit was prompted by general interest in the materials being used in the schools, but more importantly our knowledge of the fact that Mr. Peguese had served as branch librarian at two inner city branches (Lehigh and Columbia) and presently serves as President of the Board of Directors of the North City Congress. North City Congress is a community based organization which is actively engaged in organizing and activating residents in North Central Philadelphia, as well as conducting, what Mr. Peguese describes as "programs geared at erasing the causes of", high unemployment, poor housing, etc. During his tenure as a branch librarian Mr. Peguese had attempted on a number of occasions to introduce innovative and creative ways of making his branch "relevant" to the community it was supposed to serve.

Mr. Benford queried Mr. Peguese about the types of problems likely to confront us when we actually move out into the target community. Mr. Peguese offered some substantive advice, and supported some thoughts which we had, regarding the selection of the community.

Mr. Benford and I were pleased with the advice and judgment given us by Mr. Peguese and we look forward to consulting with him from time to time during Phases III and IV.

MEMORANDUM

October 30, 1970

To : File

From: Ron Hart, Community Relations Specialist

Re : Conversation with Mr. Darrow Andrews, Field Worker, Youth Conservation Services.

The following is a ranking of the prospective communities with respect to gang activity, and the feasibility of our project operating in these communities if gang activity was our sole criteria. The ranking was made by a Mr. Darrow Andrews, Youth Conservation Services Field Worker for the City of Philadelphia. Mr. Andrews impressed me as being well informed on juvenile gang activity throughout the city and although his opinion is unofficial he assured me that "this is the way it looks on paper".

Mr. Andrews also pointed out that the gang situation is always a tenuous one, and circumstances change from hour to hour and from day to day. However, there are some communities where there is always activity and the prospect for change is very slim indeed.

As Mr. Andrews sees it:

Areas of least gang activity, ranked accordingly

1 - Old Germantown
2 - Fairhill
3 - South Central - Christian Street (because these communities overlap)
4 - Mantua

Areas of considerable gang activity and/or high racial tensions are listed below. Mr. Andrews commented by saying "if gang activity was our only criteria (these) would be definitely excluded".

1 - Strawberry Mansion
2 - Francisville
3 - Ludlow
4 - Temple U.
5 - Kingsessing

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MEMORANDUM

January 13, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting with Mr. William Morton, Executive Director, Christian Street Y.M.C.A. and Mr. George Scott, a member of the Board of Directors

On Monday, January 11, 1971, Jack Benford, Charles Cella and I met with Bill Morton and George Scott in the offices of the Christian Street "Y" at 1724 Christian Street. The purpose of the meeting was to discuss the activities of the Student Library Project in hope of gaining whatever support the "Y" might be able to lend our efforts.

We were quite surprised to learn that a library was high on the list of priorities in the Y's program, and that they had been collecting books from members and organizations, in the hope of opening a small library in one of its former play rooms. This plan had to be dropped when the School District asked for additional space for its Get-Set program, and the "Y" could not afford to lose the rental fees.

Mr. Scott, a board member and realtor, then rented a small store front a few doors from the "Y", to attempt to set up the library there. Their plans were again thwarted when it was found that the floor structure would not support the weight of the books and shelving.

There was some discussion relating to the Y's plans for a new structure which would encompass half of a square block (the present structure occupies less than one-third that amount of space). Groundbreaking is scheduled for September, 1971.

Mr. Cella and Mr. Benford asked about the possibility of "piggy-backing" on the new structure and both they and Bill Morton agreed that this warranted further discussion in the near future.

The meeting ended with both Morton and Scott agreeing to meet with their Board to discuss just how the "Y" could be instrumental in aiding the Project.

MEMORANDUM

March 2, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Community Relations

On Tuesday, March 2, 1971, I met with Rev. J.H. Lester, pastor of Ebenezer Seventh Day Adventist Church, 15th and Christian Streets. My decision to talk with Rev. Lester was prompted by the recent formation of an organization, at the South Philadelphia Neighborhood Community Education and Service Program, by Rev. Lester and members of his congregation. The purpose of the group is to attempt to meet some of the educational, cultural and social needs of residents in the community (See attached).

Rev. Lester was quite interested in the Student Library Project and Demonstration Center; he said that we could expect full support from him and his congregation (active approx. 300) in behalf of our efforts. He also extended an invitation to me or someone from our staff to speak before the congregation, at some future date.

The Seventh Day Adventist Church is quite community-oriented, and is actively engaged in attempting to meet community needs. It has an office called the S.D.A. Welfare Center at 1530 Catherine Street, where the Church dispenses free clothing and canned goods to needy residents. I am certain that even though most of the congregation do not live in the immediate area, their support could be enlisted at some point in the project.

I also spoke briefly with Bill Morton in reference to his bringing the ideas of our earlier discussion with him, before his Board of Directors. He indicated that there was a Board meeting scheduled for March 3, 1971 and he would indeed approach the matter. I offered my services in attending the meeting if he felt a need for clarification from someone on our staff; he felt it was not necessary at this time. However, he assured me that if the Board felt further discussion was warranted he would contact us immediately. I also plan to see George Scott this evening and remind him of our former discussion, and solicit his full support at the Board meeting.

MEMORANDUM

March 17, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting of Jack Benford and myself with Mr. George Scott, Chief of Real Estate Evaluation, School District of Philadelphia

On Wednesday, March 17, 1971, Mr. Benford and I met with George Scott at the Christian Street Y.M.C.A. We arranged the meeting with Mr. Scott in order to relate to him our situation regarding a facility for the proposed demonstration center and to seek his advice and assistance in the matter.

Mr. Scott is an extremely enthusiastic supporter of the project. He has lived in the Christian Street area for the past thirty years and is very active in many programs and groups in the area. We discussed some possible sites, all of which need further exploration in order to determine their feasibility.

Briefly, some of the sites discussed were Y.W.C.A. at 16th and Catherine; St. Charles Community Center, 20th and Christian Street; and Tindley Temple Church, Broad and Catherine Streets. Mr. Scott agreed to contact various individuals in order to attain more information on availability, costs, etc. He assured us he would keep our staff posted of any developments he finds, promising or otherwise.

MEMORANDUM

March 19, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting with Mr. Reggie Bryant, Associate at the Philadelphia College of Art (PCA) Community Design Program (CDP)

On Thursday, March 18, 1971, I met with Reggie Bryant an Associate in PCA's Community Design Program. In short, this is a graduate program designed to bring together the skills of designers, planners, etc., with the needs of groups and organizations in urban areas. Students in this program have worked directly with these groups to assist in planning and designing a day care center, tot lot, furniture for nursery and many other projects.

Presently, the Community Design Program is looking for an innovative community based program that is in need of a facility. They then plan to approach the Dow Chemical Company and attempt to get them to build a facility utilizing a new process called Spiral Generation. The CDP would hope to be instrumental in assisting the program with the planning and designing of the structure, both externally and internally.

Reggie and I talked about the possibility of the "demonstration center" being "the" project. He invited Jack Benford and I to attend a Community Design Seminar at the Philadelphia College of Art on Wednesday March 23, 1971 at 10:30 a.m., at which time there would be more discussion that would enable us to get a clearer view of the overall picture.

MEMORANDUM

March 23, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting with Mr. Charles A. Highsmith, Superintendent of School District #3 and Mrs. Eleanor Serinsky, Library Supervisor of District #3.

On March 29, 1971, Jack Benford and I met with Mr. Highsmith and Mrs. Serinsky at the District 3 Office located in the Jackson School, 12th and Federal Streets. Mr. Highsmith had received a copy of the proposal in advance of the meeting and had a number of questions pertaining to the project. He stressed the importance of not making promises to the community which you couldn't fulfill. Both he and Mrs. Serinsky indicated their willingness to support and cooperate fully in any way possible with the project. Incidentally, both Mr. Highsmith and Mrs. Serinsky are presently finalizing plans to raise their books per student level to the highest in the School District.

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MEMORANDUM

March 25, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Philadelphia College of Art (PCA) Community Design Program (CDP) Seminar

On Wednesday, March 24, 1971, I attended a seminar on the Community Design Program of the Philadelphia College of Art at Broad and Pine Streets. The CDP is a graduate program which attempts to get its students, with their varied skills, involved with agencies, groups, and/or organizations attempting to solve some urban problems. The students hear representatives from these groups make a presentation depicting their needs, i.e., planning, creative design, etc. The students then decide if this is their "thing".

I had been invited to attend by Reggie Bryant, who is an Associate in the program. He knew of our need for a facility and subsequently some creative designing and planning. The CDP had decided they would seek a project in need of a facility, then approach the Dow Chemical Co. to put up a facility utilizing a new process call "Spiral Generation". However at the meeting it was discovered that the latest communication with Dow had indicated a reluctance on their part towards a "donation".

There appeared to be some enthusiasm on behalf of the students toward the "center". They felt that there might still be contributions they could make when we obtained a facility. There were questions posed regarding the type of furnishings that would be needed, art displayed, decor, etc. The overall indication was that they would support and cooperate with our project.

MEMORANDUM

March 31, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting with Mr. John Frangipani, Superintendent, School District #2 and Mr. Harold Jones, Supervisor of Libraries for District #2.

On Wednesday, March 31, 1971, Jack Benford and I met with Mr. Frangipani and Mr. Jones at the District Office, 16th and Moore Street. Mr. Benford and I were delighted with the enthusiastic response on the part of both gentlemen, who pledged their full cooperation and support for our proposed demonstration center. Interestingly, Mr. Frangipani cautioned against making promises we would be unable to fulfill as did Mr. Highsmith, District 3 Superintendent, when we met with him.

The Drexel School, which serves as the District 2 Office, has been converted into a Professional Materials Center, the only one of its kind in the eight School Districts. Its purpose is to provide District 2 professional staff members an opportunity to preview and evaluate a variety of instructional materials, equipment and media. This then allows the staff at the respective schools in the district to order those materials and equipment they find suitable.

It was suggested that perhaps the person or persons who will be responsible for acquisition of materials for the demonstration center might utilize this facility; Mr. Jones replied "anything to be of service".

I can only add at this point, that I continue to believe the correctness of the decision to carry out this project in the South Central community, and the meeting today once again reaffirms that belief.

MEMORANDUM

April 12, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Meeting with Mrs. Dorothy Kelly, Council Assistant of Area H, Philadelphia Anti-Poverty Action Committee

On Monday April 12, 1971 at 10:30 a.m., I met with Mrs. Dorothy Kelly, Council Assistant of the Area H Office of the Philadelphia Anti-Poverty Program at 752 South 16th Street. Mrs. Kelly and I talked at length about our proposed Demonstration Center. She appeared quite interested and voiced her agreement with out policy of not presenting our proposal to the community, until we were assured funding. She attempted to suggest possible sites. Unfortunately, most of them were possibilities which we have explored previously. Mrs. Kelly indicated her willingness in helping to disseminate information to the community. She requested that I address her field workers, in order that they be better able to talk about the Center as they work in the community.

Also, there is a scheduled meeting of the Area H Community Council for Saturday April 17, 1971 at 2:00 p.m. and she has extended an invitation to attend and address its members.

MEMORANDUM

April 16, 1971

To : File

From: Ron Hart, Community Relations Specialist

Re : Reactions to remarks about a proposed Learning Center from parents of children in the Follow-Through program at E.M. Stanton School.

On Thursday, April 15, 1971 at 7:00 p.m., I attended a Black poetry program presented to the children and their parents of the E.M. Stanton School at 17th and Christian Streets. I had been invited to attend by Mrs. Florence Sexton, School-Community Coordinator for Stanton. She and I agreed that this was an opportunity to address a small group of parents and assess their response. Unfortunately, it was necessary for me to couch my remarks in generalities, relating to children and libraries in general and not to the South Central - Christian Street community in particular.

However, there was some apparent interest shown by the group and I sincerely feel that when or if they can be addressed in more specific terms, the project will gain the parents' full support.

March 2, 1971

To : File

From : Ron Hart

Subject: Reactions to proposed community library and student learning center demonstration by selected community leaders and individuals living or working in the South Central-Christian Street area.

Mr. Darrow Andrews, Field Worker, South District,
Youth Conservation Services
City of Philadelphia

....."a badly needed facility for this area, please do not hesitate to contact me for assistance in relating to or planning programs for "hostile" youth groups in the area."

Mrs. Rachel Waters, Acting Director,
John Gloucester Community House
22nd Federal Street

"I've always been concerned about the lack of use of the branch library not two blocks from here. I'm certain the combination of an exciting facility and unique program which you envision would provide a welcoming situation the people could not ignore."

....."more than happy to lend our full cooperation."

Rev. Laurence Henry, Pastor, Union Baptist Church
19th Fitzwater Street

"..... as one who has always been concerned with the interaction of the family group, a "Center" like this could possibly make a positive impact on every other institution in the community".

Mr. Joseph Wiggins, President, Ridgeway Action Council
1223 Christian Street

"A needed addition to the Community. If only we could get this facility located in the Ridgeway Library building (as we have finally succeeded after 4 years in having the grounds surrounding it converted for recreational use) the combination of activities would be a natural."

Mr. George Peoples, Director of Community Organization
Rebound - Child Development Program
1427 Catherine Street

"Although our program is meeting the medical and dental needs of the youth in our target area, there remains a definite need for a facility and/of program outside the established educational system, which can fill the creative, cultural and special interest educational needs of these youth.

Mrs. Florence Sexton, School-Community Coordinator, Stanton School
Chairman, Rebound Ad Hoc Community Committee

"Badly needed. If you are sincere about community participation in this project, our group would endeavor to support the project and help to mobilize full community support and participation."

Mr. William Morton, Executive Director
Christian Street Y.M.C.A.
1724 Christian Street

".....this is an area (library facility) which greatly concerns us, we had designated one of our former game rooms as a library and had collected a large number of books to stock it. Then, the School District asked for additional space for it's Get Set program, and the library plan had to be abandoned temporarily. We are getting ready to build a new and larger multi-purpose facility, and it would be wonderful if there were some way of housing the "Center" within it."

Mr. George Scott, Chief of Real Estate Evaluation
Philadelphia School District
Member Board of Directors
Christian Street Y.M.C.A.

"As a resident of this community for the past 27 years I have always been concerned about the inacessibility of our libraries. As a matter of fact, there is a store front property at 1730 Christian Street, for which I have been payingrent for the past 8 months. When the "library project" at the "Y" was temporarily abandoned, it

was my intention to set up shelving and the books we had collected, in this property. However, it was determined the flooring structure would not support the weight. You can expect my full cooperation and that of the "Y" and it's Board of Directors, I am sure."

Father Charles Dennis, Pastor, St. Theresa's Church and School
Broad and Catherine Streets

"Without seeing our school library, you realize the need for the kind of program and facility envisioned, after seeing our library you realize it even more." (St. Theresa's school library is about 7½ x 11' sq. feet with a collection of about 700 - 900 books).

Father George Vermeiren, Pastor, St Charles Borromeo Church and School
20th and Christian Street

"We have seen how the community responds to something good (St. Charles sponsors a Montessori School at 1941 Christian Street). There is no question of the good and the need of such a facility in our community; you can count on our support and cooperation."

Mrs. Doris Reddick, School-Community Coordinator
Stanton School

"Many parents have expressed to me their concern at the relative lack of creative, cultural and recreational activities available to their children after school hours. I'm certain this project would gain their support and participation."

Mrs. Lore Rasmussen, Curriculum Specialist, Durham School Intensive Learning Center
16th and Lombard Streets

"Precisely the type of innovation needed in many of our institutions, but pay particular attention and not let the project become overrun with "professionals" at the expense of putting-down community input, many community people have much to offer in the way of advice and skills.

Rev. J. H. Lester, Pastor, Ebenezer Seventh Day Adventist Church
15th and Christian Street

".....wonderful proposal, and you can expect full support of myself and the members of my congregation. I am extending an invitation to you to address the congregation about the project at some future date."
(Rev. Lester and his members have recently formed a group, the South Philadelphia Neighborhood Community Education and Service Program, which offers courses for adults, tutoring for students and free child care service while parent is attending course.)

Mr. Charles Rice, Director, Marion Anderson Recreation Center,
15th and Fitzwater Streets

"It's unfortunate that this facility does not have sufficient space to accomodate your project, I couldn't imagine a more appropriate place than one which already attracts a large number of children everyday. Incidentally, this would probably have tied in very well with the Operation Alphabet Program held here during the day for adults."

Rev. Oneal Mackey, Pastor, Greater Mt. Olive A.M.E.
19th and Fitzwater Street, Secretary, Council of Black Clergy

"A splendid proposal, which I am sure could meet a pressing need, that of broadening the concept of the educational process and it's institutions.

INTER-AGENCY COMMITTEE MEETING

June 16, 1971

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JQB 5/10/ 71

Plan for Interagency Committee Meeting

1. Place and date for meeting

   - Faculty Club, University of Pennsylvania, private room
   - Luncheon meeting, noon to 2 p.m., June 16th
   - Call reservations to Club by June 11th

2. Purposes and agenda for the meeting

   - The purposes are 1) to give the Committee a progress report on current activities and 2) to outline plans for the fourth phase beginning June 15th.

   - Suggested agenda:

     - Introduction of new members and a general statement re project status - Mr. Horowitz
     - Announcement of grant awards (if received by time of the meeting) - Mr. Rosica
     - Plans for submitting LSCA application - Mr. Doms
     - Progress report - Mr. Benford and staff
     - Goals and nature of Phase IV - Mr. Benford
     - Organization, staffing, and program concepts for the learning center demonstration - Mr. Peguese
     - The target community: how selected; characterization - Mr. Hart
     - The concept of a learning center demonstration and its relationship to on-going library programs - Dr. Martin
     - Publicity: Library Journal article and presentations to be made at Dallas.

3. Materials for the meeting

   - To be mailed in advance of the meeting:

     - Agenda
     - List of Committee members
     - Organization chart, showing relationships of the Research Center, learning center, Interagency Committee, and community council
     - Concept paper by Martin
     - Extract from Phase IV proposal
     - Target community profile

   - To be distributed at the meeting: copies of Library Journal

4. Schedule

- By 5/17: complete phone calls to members to confirm date
  clear agenda with D. Horowitz

- By 6/4 : send meeting announcement, agenda, and other materials
  to Committee; request post card returns by 6/10

- By 6/11: determine number of members who will attend and make
  reservation at Faculty Club

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MEMORANDUM

June 17, 1971

To : File

From: Jack Benford
Project Director

Re : Meeting of Interagency Committee, June 16, 1971

A meeting of the Project's Interagency Committee was held at the Faculty Club, University of Pennsylvania, on June 16th from noon to 2 p.m. Keith Doms, Director of the Free Library, presided in the absence of the Chairman, David A. Horowitz. 22 members of the 35-member Committee were present.

Mr. Doms introduced five new members of the Committee, who are replacements for persons no longer resident in Philadelphia.

I announced the award of two grants from the U.S. Office of Education to the School District for development, operation, and evaluation of a student learning center demonstration and for extension of joint planning activities into major areas of need disclosed by the 1970 field research data.

Mr. Doms pointed out that the grants did not provide funds for building renovations and rental. Therefore, an application for Title I, Library Services and Construction Act funds has been submitted by The Free Library to the Pennsylvania State Library.

Members of the Committee indicated their appreciation of the grant awards to enable the project to continue into its fourth phase.

I gave a progress report on major planning activities during the year and then outlined the general goals and nature of the proposed learning center demonstration, and indicated how the need for such a special program proceeds from analysis of the research data compiled in 1970. Charles Peguese, Administrator of the learning center, described the organization, staffing, and program concepts of the center, and Ronald Hart, Community Relations Specialist, explained the process by which the target community was selected. He also gave a comprehensive picture of the community - demographic data, kinds of educational and library facilities and programs available, community action programs, and extent of our contacts with community leaders.

Dr. Lowell Martin, the project's consultant, outlined the conceptual framework for the demonstration project, emphasizing innovation and community participation based on strong, positive support by the existing library agencies. He pointed out that the learning center would bridge the gap between needs and resources, drawing upon the existing resources for support, and that it was not conceived of as a substitute or replacement for school and pubiic libraries. Hopefully, the results of the demonstration would bring about systemic change in those institutions.

There were a number of questions and comments from Committee members, most relating to the location and programs of the Center. The staff indicated that criteria for selection of a facility had been developed and that a number of facilities were under consideration. On program content, Charles Peguese noted that we had only general ideas about content, related to the kinds of target population to be served, and that program details would be developed later this year.

Mr. Sidney August, Head of the Philadelphia Community College Library and a new member of the Committee, expressed his appreciation at the professional quality of the project and in particular for the printed materials which had been sent to the Committee prior to the meeting.

Mr. Doms recommended that more frequent meetings of the Committee be scheduled during Phase IV, for the purpose of obtaining greater involvement by the Committee in planning and development. There was general concurrence in this from all present.

Copies of the Library Journal (June 15th issue) were distributed and the members were asked to submit their requests for reprints of the article and editorial which appeared in the issue. I commented briefly on my plans for presentations at the A.L.A. Conference in Dallas.

The meeting was adjourned at 2 p.m.